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SUGGESTED "TABLE OF CONTENTS" FOR OTE INSTRUCTOR HANDBOOK

I. INTRODUCTION TO OTE

Policies
Why OTE courses
What are course requirements
Where do we get the requirements
Who are the students
Where does the instructor obtain assistance
Who are the instructors
Where is training conducted (Headquarters, [REDACTED] Overseas
Safehouses, Tutorials, Components)

II. PLANNING

Course
Lesson
How the student learns (principles of learning)

III. TECHNIQUES OF INSTRUCTION

For each below: Delimit term—suggested uses, illustrations
(except Audio- Advantages and disadvantages
Visual aids) How to arrange and conduct it
How to determine effectiveness

Seminar	Demonstration	Role playing	Note taking
Panel	Field exercises	Critiques	Tutorial
Lecture	Written exercises	Required reading	
Guest Speaker	Case Studies	Questioning Techniques	Audio-Visual Aids

IV. TESTING AND EVALUATION

Use as a teaching device
Use to evaluate the student
Use for reporting to the supervisor

V. PROBLEMS IN THE CLASSROOM

Interest
Individual difference
Tardy students—absenteeism
The shy or verbose student
Types of difficult students and hints as to methods of handling them
Others . . .

VI. OTE SERVICES AVAILABLE TO THE INSTRUCTOR

Support Staff:
Visual aids(films only): Audio aids: TV: Graphics; Reproduction:
Intellofax runs: Channels for obtaining guests speakers (outside
the Agency)
Registrar Staff
Library
FPS
AES

VII. BIBLIOGRAPHY: References keyed to chapter items

VIII. APPENDIX

OTE organizational chart JOT Program
Regulations, notices, etc.

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PRELIMINARY OUTLINE
for OTR Handbook for New Instructors

Part I--Course Planning

(Note: Curriculum planning has been omitted because it is unlikely that a new instructor will be called on to plan a curriculum.)

I. Introduction

A. Conditions under which a new instructor is involved in course planning

1. Planning a new course
2. Planning the revision of an existing course

B. Basic requirements in planning a course

1. Determining the objectives of the course
2. Determining the types of students who will take the course
3. Determining the types of written materials required by
 - a. OTR administration
 - b. The instructor's supervisor
 - c. The instructor, for teaching the course
 - d. The student, for taking the course

II. Writing course objectives

- A. Reviewing mission and function of OTR, the school, and the faculty
- B. Determining specific needs which course is intended to satisfy
- C. Principles for writing course objectives

III. Determining the types of students who will take the course

- A. Reviewing requests for the course
- B. Interviewing TLO's in offices which will use the course
- C. Reviewing course objectives in the light of types of students who will take the course

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IV. Preparing basic documents

A. For OTR Administration

1. OTR catalog description (includes objectives)
2. OTR long-range schedule

B. For the instructor's supervisor

1. Syllabus (course outline) (includes objectives)
2. Lesson plans (include objectives)
3. Request for classroom space

C. For the instructor

1. Lecture notes (includes use of available literature on content and teaching methods)
2. Visual aids
3. Lists of needs: equipment and supplies
4. Lists of outside speakers and other participants
5. Lists of field trips
6. Form for students' critique of the course
7. Form for instructor's evaluation of the students

D. For the students

1. Course schedule
2. Assignments
3. Exercises
4. Reading lists

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Training Evaluation

- A. What it is and is not
- B. Purposes
- C. Basic requirements for accurate training evaluation
 - 1. Validity
 - 2. Reliability
 - 3. Objectivity
- D. Basic requirements for useful training evaluation
- E. Some methods of training evaluation
- F. Common pitfalls in training evaluation
- G. OTR requirements for training evaluation and for reporting of student achievement
- H. Some useful references on training evaluation

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